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Response from Academia Avance Charter
Academia Avance
Academic Outcomes 2016-2018

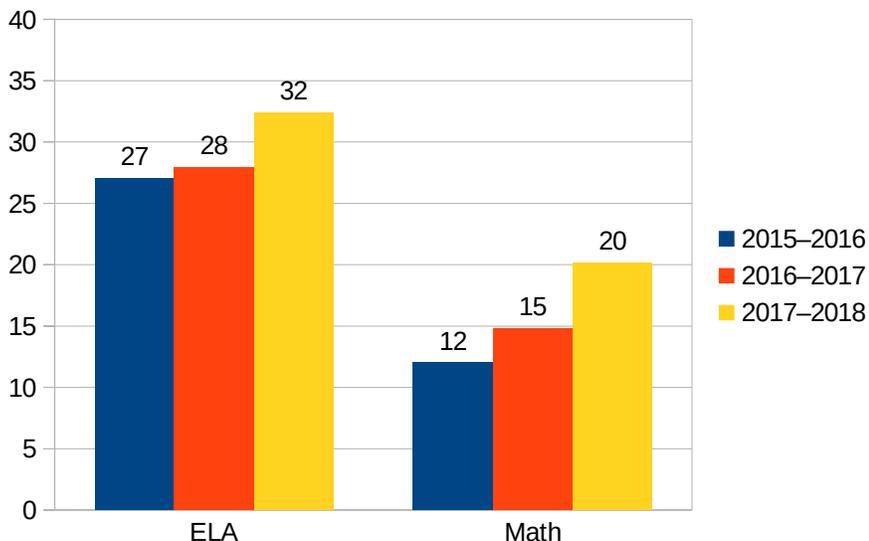
This document is submitted to the California Department of Education (CDE), Charter Schools Division (CSD), to present to the State Board of Education (SBE) an update of key academic outcomes for Academia Avance, a school whose charter was authorized by the SBE on September 2, 2015. This update presents a high level summary review of the academic outcomes listed below for the academic year 2017-2018 and the two prior years using the indicated sources:

1. The 2018 **CAASPP** English language arts (ELA) and mathematics outcomes for all students in grades 6-8 & 11
2. The 2018 California **School Dashboard** results for all students, and the **English Learner Reclassification** rates
3. The **graduation, A-G completion and college attainment outcomes**
4. The **NWEA Measures of Academic Progress** (MAP) end-of-year mean RIT scores for each grade in Math, Reading, Language Arts and Science for grades 6 to 11

Academia Avance will petition for renewal of its charter during the 2019-2020 year. The high level review of academic data in this document indicates that the academic performance of the school has improved during the academic years the school has been authorized by the SBE. As such, the school believes that it meets the renewal criteria established in California Education Code Section 47607 stating (emphasis added): *The authority that granted the charter shall consider **increases in pupil academic achievement** for all groups of pupils served by the charter school as the most important factor determining whether to grant a charter renewal.*

CAASPP SBAC Outcomes

Percentage of All Students achieving “Standard Met/Exceeded” for ELA and Math



Grades Tested 6-8 & 11. Data Source: CDE CAASPP School Reports at <https://caaspp.cde.ca.gov>

The CAASPP outcomes in ELA for the school are below those for the County and State, but show a gain of 5 points (+18%) for the three year period. The outcomes in Math are below those for the County and State, but show a gain of 8 points (+66%) for the three year period.

The schoolwide strategies used to achieve these gains are described in subsequent sections, with components focused on the English Learner student subgroup.

2018 California School Dashboard Overview

INDICATOR	2018
ELA	Orange
Math	Orange
Graduation Rate	Blue
College/Career	Blue
Chronic Absenteeism	Red
Suspension Rate	Orange

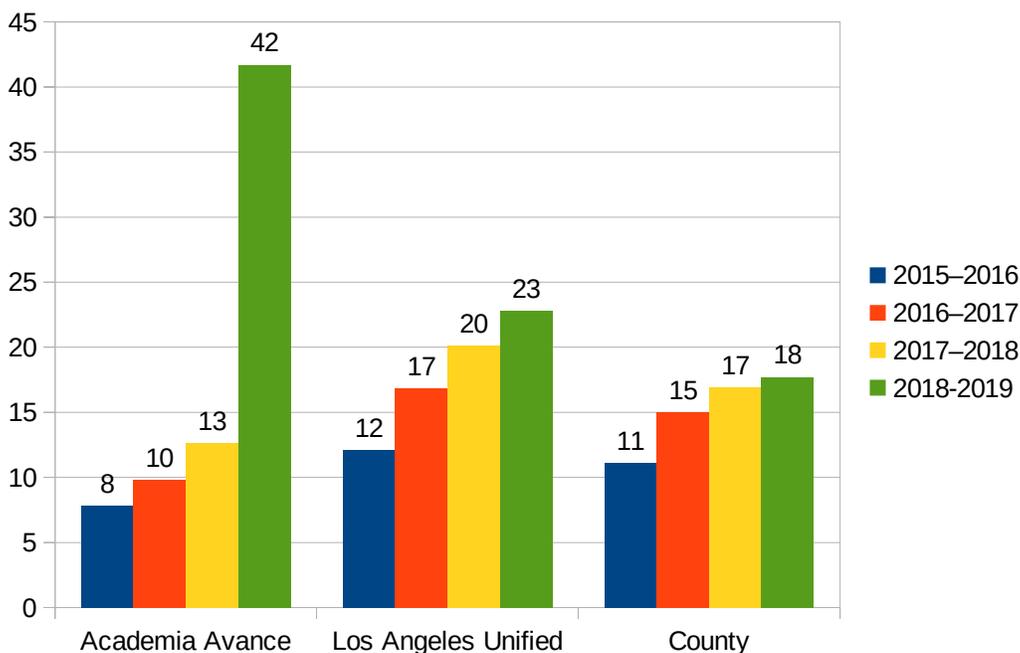
Data Source: CDE California School Dashboard via <https://www.caschooldashboard.org>

The strategies implemented to address Chronic Absenteeism in the 2018-2019 school year included: Increased celebrations (honor rolls, attendance awards, house awards, reclassifications, SBAC scores) of academic and athletic

accomplishments, as well as school town hall meetings to speak to issues of school by students for students; a focus on improving the mental health support for all students with the goal of increasing daily attendance, and reducing school suspensions; an schoolwide student, staff and parent awareness of mental health, sexual harassment and cyber/digital impacts. The school also increased counseling services provided, including the hiring of an Avance alumnus who is pursuing her counseling certification through USC. Additionally, to improve the school culture and attendance, the school moved from a punitive punishment based behavior system, to one incorporating a Restorative Justice approach to discipline. Circling up and allowing student voice, helps repair harm and is crucial in decreasing the suspension rate at our school. It also helps improve culture and relationships within the school. We also put an intensive Improvement Plan in place to increase the academic outcomes of our Special Education population.

Beginning with the 2017-2018 school year, the improvement initiatives for CAASPP Math and ELA SBAC outcomes incorporated the use of the SBAC interim comprehensive assessments (ICAs), and interim assessment blocks (IABs) in the semester pacing guides for all subjects at in the 6th-8th and 11th grade cohorts. The IABs are utilized by the ELA and Math department as pre and post exams for content units.

English Learner Reclassification



Data Source: CDE Dataquest via <https://dq.cde.ca.gov>. Starting with the 2016-2017 year professional development, a school-wide implementation of ELD curriculum and SDAIE strategies in all lesson plans and instruction was emphasized.

Extra Math and ELA class periods were scheduled for targeted students, with increased instructional coaching provided via an expanded collaboration with the Success For All (SFA) Foundation.

The SFA collaboration follows from participation since 2014 in the comprehensive school improvement program funded by the US DOE. This program provided instructional coaching as well as senior school leadership development from the faculty at the School of Education at Cal State Dominguez Hills. The program emphasized a “Growth Mindset” among all school staff, the use of Data Driven Instruction, and of the research proven “Explicit Direct Instruction” strategies.

The LCAP Goals and Action Steps for 2018-2019 were collaborative established with input from all the school stakeholder groups as:

1. Increase consistency on classroom instructional practices.
2. Accelerate English Language acquisition for our EL subgroup.
3. Close the achievement gap in reading and mathematics for our low socioeconomic group.
4. Increase graduation, college persistence and career readiness.
5. Provide a positive school environment that increases student engagement.

Graduation, UC/CSU A-G Completion and College Attainment

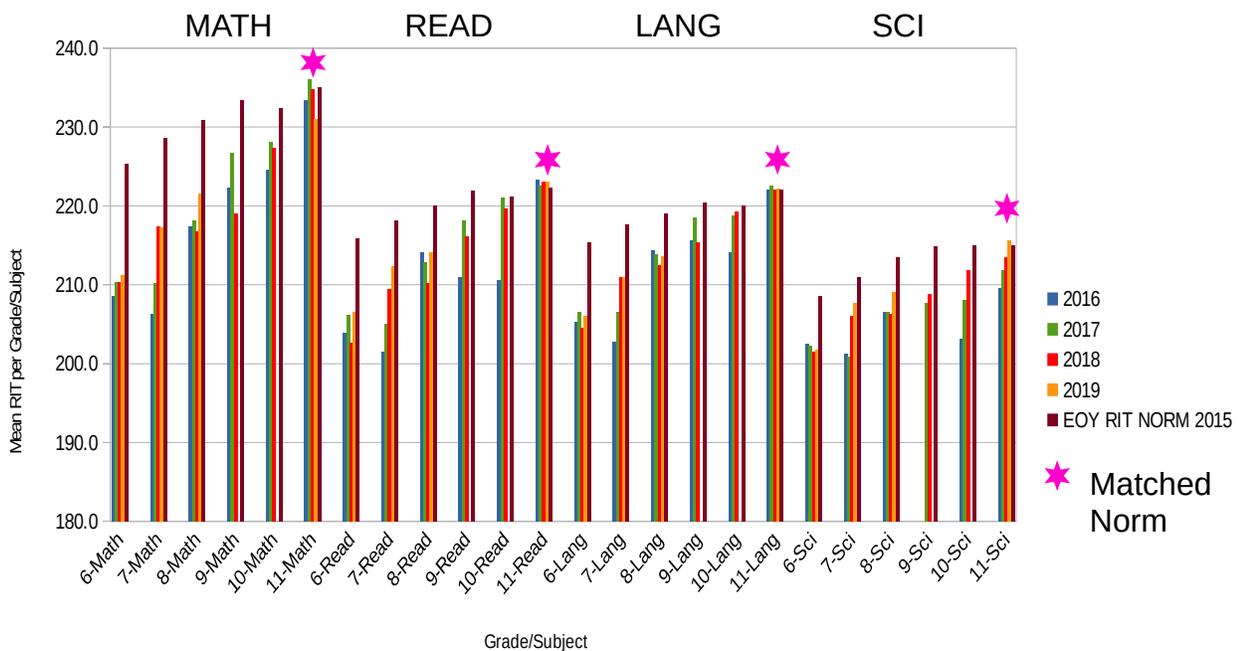
INDICATOR	2015-2016	2016-2017	2017-2018
Class Graduation Rate	98	100	100
UC/CSU A-G Completion Rate for Seniors	62	68	70.6
4yr University Acceptance Rate	80	84	87

As of June 2019, Avance will have granted high school diplomas to 432 students since 2011. A census is completed annually to track the college and career paths of the Avance Alumni, with individual post-secondary enrollment status cross-referenced to

snapshots of the National Student Clearinghouse (NSC) database. The census and NSC data allow us to determine which alumni have enrolled in a post-secondary institution (80%), the type of institution, ie. 4 year public or private (over 50%) or 2 year public or private (25%), or if the alum is pursuing an alternative career path that leads to a sustainable living wage, such service in a branch of the US military, and/or completion of a skills certification. The measure gaining national recognition as providing an indicator of college and career readiness is the “Persistence Rate” defined as the proportion of alumni that continue into a second year of a post-secondary program and/or obtain a living wage skills based professional setting employment position. The Avance census finds a 70% persistence rate for Avance alumni – a rate that surpasses the state and national norms for the demographic served.

Key to these college and career attainment outcomes is the “Life Prep” program defined in the Avance charter. The Life Prep program spans the 9th to 12th grades, includes an off-campus internship within a professional setting aligned with each students interests. The program has evolved with support from the UnidosUS Escalera Program, as well as participation over the last three years as an awardee of the Career Technical Education Incentive Grant program.

NWEA Measures of Academic Progress – Outcomes for 2016-2019



Data Source: NWEA MAP Student Growth Summary Report – Note: 2019 grade 9 and 10 data not available at the time this report was prepared.

SUMMARY: For all subjects there is a clear trend of gains as students progress from the lower grades to the 11th grade. The NWEA RIT Norm target (established every four years) is derived from nationwide outcomes. The Norm target is met or nearly met (PINK STAR) for all four subjects test for the 11th grade. This data also indicates the significant gap at which most students start at Avance. The trend also points to the outcomes for those with continuous enrollment. The gap to the national NWEA MAP norm all but eliminated by the 11th grade, with early evidence that the gap is close to being eliminated by the 10th grade for reading and language arts. The strong reading and language arts outcomes also point to the success of the focus and supports for English Learners over the past four three years..